A guide for using the Community Health Improvement Resources (CHIR) Web site

Welcome to Community Health Improvement Resources, or CHIR. This guide was prepared to assist you with utilizing CHIR in planning an intervention to address a priority health issue. You will be guided through the web site to become familiar with the information and tools available for intervention planning. At the end of the guide on page 29, there is an exercise to assist you with using information from the web site to begin planning an intervention. For ease of use and reading the information in the guide, print a copy and follow along as you explore the web site. Or you may wish to open both windows and reduce their size to see at the same time.

This is the **CHIR Homepage**. CHIR is a public health planning process that includes seven components. The seven planning components – **Partnerships, Assessment, Readiness, Capacity, Intervention MICA, Evaluation and Momentum** are the building blocks of intervention planning. The components are located at the top of each page of the web site so that you may move among them as needed.

The Homepage includes a description of and hyperlinks to the four web systems that are integrated as CHIR. **Data MICA, Community Profiles and Priorities MICA** are utilized in the **Assessment** component.

Intervention MICA is the intervention component and includes information and tools for planning an evidenced-based intervention to address any of the twelve health topics currently included in the component. The twelve topics may be accessed by clicking on the Intervention MICA component block or from the **Intervention Topics** drop-down box located on the left panel, or seen below.

Also on the left panel is **Background and Development** information that includes a logic model that guided the development of each Intervention MICA topic, as well as a description of the criteria used for selecting intervention strategies included on the web site. **References** are all the articles from the literature that were used in preparing the content of the web site. Topic references may include as many as 100 or more articles from which information was abstracted to create summaries of intervention strategies that have been implemented and evaluated in a variety of settings with a variety of populations. **Related links** provides additional resources for the components. **Frequently Asked Questions** answers questions that you may have about the web site. **Contact Us** offers information on who to contact with questions or comments about the web site and identifies the partners involved in creating the resource. Notice that on each page of the web site, the content may be printed by selecting this hyperlink ⬚Printer-friendly version.

Communities may choose not to begin planning an intervention following the sequence in which the components are depicted, but rather may begin at various places. However, in this guide we will begin with **Partnerships** and move through the web site in the order the components are shown. The **Partnerships** component includes basic information and tools for creating partnerships.

Partnerships

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Partnership and collaboration are fundamental to success in developing interventions. Relationships between health behaviors and health outcomes are complex and affect the entire community. This section describes the process of creating a partnership by working collectively to identify the issues of greatest concern in your community and developing the shared vision and mission for the partnership.

Although it may sound obvious, the best way to start creating changes in the health of your community is to enlist the person power necessary to develop and implement (or put to action) interventions.

What are partnerships?
Collaborative partnerships are essential to achieving healthy people living in healthy communities. A collaborative partnership is a purposive relationship between partners committed to pursuing both an individual and a collective benefit. (Nelson et al., 1999)

When do you create partnerships?
Partnerships are formed for many different reasons including: (1) increasing opportunities to learn and adopt new skills, (2) securing access to resources, (3) sharing financial risks and costs, (4) gaining input from more or different members of the community, and (5) enhancing the ability to respond rapidly to the changing needs of the community.

How do you create partnerships?
A first step to creating a successful partnership is to invite community stakeholders to share their ideas and concerns. Ideally, groups may already be formed in the community around issues or concerns that you share. Try to involve people or organizations that have insight into health conditions, risk factors and social and environmental resources in your community.

Begin to identify and recruit potential partners as follows:

1. Identify key stakeholders in the community. Think about the different sectors of the community when making the list such as local government, organizations (faith-based, volunteer advocacy), health services, schools/universities, businesses, media, and concerned citizens. Use the worksheet "Identifying and Understanding Your Stakeholders" to assist you in creating the list of key stakeholders.
2. Select an accessible venue for stakeholders to meet and plan an agenda that invites participation. The "Checklist for Creating a Participatory Environment" can assist you in preparing your meeting space.
3. Issue an invitation, the agenda and background materials that explain the reason for meeting and prepares participants to engage in the discussion. Use the "Running Effective Meetings" guide sheet to help with planning the agenda and conducting the meeting.

At the bottom of this page there are links to a worksheet designed to assist you in planning how to create your partnership. "**Printable Partnerships Worksheet**" (.pdf) or (.doc) allows you to download the worksheet either as a pdf or Word document (.doc). The Word document allows you to save it to your hard drive, type and save your work. There are a number of worksheets available throughout the web site to use in planning your intervention.

Moving to the **Assessment and Prioritization** component, the first page includes some basic information and hyperlinks at the bottom of the page to each page in the component.

The second page, **Conducting a Needs Assessment,** provides links to the Missouri Department of Health and Senior Services' data systems, MICA and Community Profiles, in which state, regional, county and city data may be accessed. These data sources are available for use in conducting a local needs assessment to identify your priority health issues. For assistance in using these data systems, go to the MICA homepage and select either the "User Handbook" or "Demo/Tutorial" on the left panel.

Conducting a Needs Assessment

A first step in conducting a community health needs assessment is to identify credible sources of data. The Missouri Department of Health and Senior Services provides two web-based data systems that may be used in conducting the community needs assessment.

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- The Missouri Information for Community Assessment (MICA) is an interactive web-based data query system that provides state and local data. It may be used to identify health conditions and behaviors affecting your community and the state. MICA allows the user to create tables describing the rates of health conditions (e.g., cardiovascular disease, infant mortality), preventive screenings (e.g., mammograms, lead screening) or health behaviors (e.g., smoking, physical activity). The system allows you to: 1) select the health condition, preventive screening or health behaviors of interest; and 2) customize data tables according to the year, race, age, sex and county.

- Community Data Profiles provides state, regional and county data organized in profiles for selected health issues. Data that are relevant for Intervention MICA topics may be obtained from the following Community Data Profiles:

  o 2007 County-level Study: Health and Preventive Practices (Physical activity, fruit & vegetable consumption, overweight, obesity, asthma, diabetes, high blood pressure, high cholesterol, colorectal cancer screening, activity limitation, health care coverage, and medical care)
  o 2007 County-level Study: Tobacco Use, Tobacco Cessation, and Secondhand Smoke
  o Assault Injury
  o Child Health
  o Chronic Disease
  o Death
  o Diabetes
  o Emergency Room
  o Heart Disease
  o Hospitalization
  o Stroke

There is also a hyperlink to an assessment tool, "Community Tobacco, Physical Activity and Nutrition Policy and Environment Assessment and Resource Guide," that is useful in collecting local information for the assessment. Another tool available to assist with conducting a local assessment is the "Guide for Community Health Data Analysis" created by the Missouri Center for Local Public Health Services for use in meeting requirements of the Core Functions contract with local public health agencies.

Conducting a Needs Assessment

A community health needs assessment may require that local data be collected to fill gaps in available data sources. An assessment of environmental, safety and policy factors in the community may help identify critical issues impacting the health of the community. A helpful tool for conducting a local environmental and policy assessment is available from the Missouri Department of Health and Senior Services and is entitled Community Tobacco, Physical Activity and Nutrition Policy and Environment Assessment and Resource Guide.

Another helpful resource available from the Missouri Department of Health and Senior Services is the Center for Local Public Health Services' Guide for Community Health Data Analysis. The document outlines key health indicators with guiding questions prompting the user to analyze the data collected through the community health assessment.

After gathering and analyzing data for the community health assessment, the next step is to prioritize.

Continue to Prioritizing the Needs of Your Community >>
Or select another section:

- Assessment and Prioritization
- Social Determinants of Health
- Identifying Your Priority Population
- Printable Worksheet (.pdf) or (.doc)

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A next step in the assessment process is to prioritize. **Prioritizing the Needs of Your Community** provides a hyperlink to Priorities MICA, an interactive tool for prioritizing diseases or risk factors. The next two pages, **Social Determinants of Health** and **Identifying Your Priority Population** provide information to assist you in prioritizing the population with which you will plan an intervention to address a priority health issue.

At the bottom of the page is a hyperlink to a worksheet for summarizing the information gleaned from the **Assessment and Prioritization** process you have just completed.

Identifying Your Priority Populations

In completing the community health needs assessment and prioritization, populations most impacted by the priority health issues should have been identified. These are the people with which you will work to develop interventions.

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A priority population may be defined by:

- demographic factors such as age, gender, race/ethnicity, income level, education attainment or grade level, marital status, or health care coverage status;
- geography such as a region of a state or a specific community; or
- a location in which the priority population may be reached such as a workplace, school or church.

In defining the priority population, consider the following:

- When completing the community health needs assessment, what disparities among demographic factors were identified?
- What geographic disparities were identified, if any?
- What is the priority population?
- In what location(s) can the priority population be reached?
- Are there subgroups within the priority population to consider?
- What are the shared social and cultural characteristics of this community? (e.g., similar faith-based beliefs, shared history, common political interests)
- What are other characteristics of the priority population that must be considered when planning an intervention?

You may learn more about your priority population through the Populations section of each intervention topic in Intervention MICA.

Printable Assessment, Prioritization and Priority Population Worksheet (.pdf) or (.doc)

After completing the community needs assessment to identify important health issues, prioritizing the health issues, and identifying the priority population an important next step is to evaluate the readiness to plan an intervention.

Continue to Readiness >>
Or select another section:

- Assessment & Prioritization
- Conducting a Needs Assessment
- Prioritizing the Needs of Your Community
- Social Determinants of Health

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Determining readiness to plan an intervention to address a health issue with a priority population is an important step in intervention planning. The **Readiness** component provides a tool for evaluating your readiness. **"Show Me Am I Ready Scale"** may be completed on-line or is available as a pdf worksheet that may be printed and completed with your partners.

Readiness & Preparation

Before beginning to plan your intervention, it is important to assess the community's readiness allowing for a greater chance of success. Additionally, proper preparation will also improve your chances of planning and implementing an effective intervention.

Assessing the community's interest in addressing the priority health issue is an important measure of readiness. Additionally, determining if there is leadership support, partnership engagement, and resources to implement an effective intervention are indicators of readiness.

The Show Me Am I Ready is a tool to help guide you through the process of evaluating if the community is ready to plan and implement an intervention to address the priority health issue. The scale provides ten essential questions to guide your thinking in determining readiness to proceed with planning and intervention.

Show Me Am I Ready Scale
The Show Me Am I Ready scale is designed to help you, your partners and those who may be affected by your intervention evaluate readiness. Choose the most appropriate response for each item ("Good," "Fair" or "Poor") by clicking in the circle. When you complete the last item, check to make sure that you have entered a response for each item and that it is correct. After you are finished, click the "Submit" button at the end to get your results. You may also want to print a copy of the worksheet, complete it with your partners and then enter and submit the responses on-line to receive your score.

Assessing Your Readiness Worksheet

Items	Good	Fair	Poor
1. The level of support I have from those who will be affected by an intervention is... *Before you answer, think about the following:* • Who is the priority population that will be affected? • Have you talked with representatives of the priority population about the need to plan and implement an intervention to address the health issue of concern? • Was there support expressed for planning and implementing an intervention? • Were any barriers expressed about moving forward with an intervention?	○	○	○
	Good	**Fair**	**Poor**
2. The level of political support I have from key decision-makers is... *Before you answer, think about the following:* • Who are the key decision-makers and stakeholders in the community (e.g., organization administrators, legislators, advocacy groups)? • Have you talked with these individuals about the need to plan and implement an intervention and asked their opinions on working with the priority population? • Have you received buy-in from these key individuals that shows they will support your work?	○	○	○

The on-line tool allows you to total the points accumulated in the evaluation and receive feedback on how to improve your scores.

Thank you for completing the Show Me Am I Ready scale!

You received [   ] out of 20! See below to evaluate your score.

Evaluate your score:

If you received:

20 out of 20
Wonderful! Your score shows us that you are ready to begin planning and implementing your intervention. Please proceed to the next sections to help you get started.

15-19 out of 20
Congratulations! Your score shows us that you are ready to begin planning and implementing your intervention. You may want to consider the following suggestions as you proceed with the next sections to help you make your intervention successful.

10-14 out of 20
Caution! While you obviously have been working to get ready for planning and implementing your intervention, your score indicates there is additional work to be done. Please review the following suggestions before you proceed to the next sections.

0-9 out of 20
Stop! Your score indicates that you are not yet ready to begin planning and implementing an intervention. Please read and consider the following suggestions before proceeding with the next sections.

Suggestions to help you prepare for planning and implementing your intervention:

If you marked fair or poor on:

Question 1
In order for your intervention to be successful, it is important to think about those who will be affected. If a priority population for the intervention has not been identified, please go to the Assessment section for guidance. If a priority population has been identified, decide how to engage them in discussions about the need to address the health issue of concern. This can be done informally by having conversations with representatives of the group or more formally through interviews, group discussions or surveys. To ensure ongoing input from the priority population, it is important that representatives be included in the process of planning and implementing an intervention. Go to Related Links for more information.

Question 2
Within any community, there are decision makers that influence what gets done and how it gets done. These decision makers may be found within schools, businesses, civic organizations, advocacy groups or they may be elected officials. Because politics may play an important role in how interventions are planned and implemented, it is important to identify these key decision makers that can have an impact on your intervention. Be sure to identify those who may support your intervention as well as those who may not support it. It is critical to know of any political barriers you may encounter before you begin so that you can plan accordingly. You may want to have informal conversations with these individuals, or use more formal communication such as interviews, group discussions or surveys to gain input from these individuals or groups. Go to Related Links for more information.

Question 3
Partnerships play an important role in the success of any intervention. Intervention MICA has an entire section dedicated to creating partnerships. Go to Creating Partnerships or Related Links for more information.

Question 4
Sometimes working within your own organization can present challenges. Therefore, it is crucial to gain the support from your organization's leadership prior to beginning planning an intervention. Keep your supervisors informed all along the way in preparing to plan the intervention. Invite them to your partnership meetings, and ask them to talk with the partners about the need to address the health issue. Establishing ownership and buy-in from your organization's leaders will be essential for continued support throughout the project. Go to Related Links for more information.

Question 5
Identifying and securing funding are essential to successful intervention planning and implementation. Preparing a preliminary budget and having a good understanding of the costs associated with potential interventions can provide valuable information about what you may be able to do and not do. CHIR provides a section describing how to prepare a budget and potential sources of funding. Go to Budget Preparation and Funding Resources. You may also find additional information in Related Links.

Questions 6, 7 or 8
One of the biggest challenges in planning and implementing any intervention is trying to manage with the staff and resources that you may have or that you can afford. As you plan the intervention, you will need to refer to the preliminary budget you have prepared to determine if you can afford to do what you want to do. Interventions that are resource intensive requiring consider staff, equipment and materials may not be feasible. You may need to provide training for your existing staff rather than hiring new staff. In the end, the intervention of choice may be determined by the resources available. Go to Funding Resources to identify potential sources of funding or to Related Links for more information.

Questions 9 or 10
Positive working relationships among your partnership and team members are essential for planning and implementing an effective intervention. It is critical to develop strong leadership and conflict resolution skills among team members to build the capacity to deal with day to day problems in managing the intervention planning and implementation. Several resources are available on strengthening leadership capacity and team building. Go to Related Links for more information.

Continue to Preparing for Your Intervention >>

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The second page of **Readiness** is **Preparing for Your Intervention.** The **Goals and Objectives Worksheet** may be used in preparing your intervention plan. Suggestions for preparing a logic model to guide your intervention are also provided.

Preparing for Your Intervention

Preparing goals and objectives

Before beginning the process of planning an intervention to address your priority health issue, it is important to have clear goals and objectives for the project. The goals and objectives should align with the vision and mission created by the partnership (see Partnership).

The project goals and objectives will then be used to guide development of specific action steps throughout the intervention planning process. The worksheet is provided for you and your partners to use as a working document throughout the intervention planning, implementation and evaluation processes.

Printable Goals and Objectives Worksheet (.pdf) or (.doc)

Preparing a logic model

A logic model is a visual tool used to align program inputs, activities, and outputs with the intended outcomes for the intervention goals and objectives. The logic model communicates what is the intended causal pathway for creating the desired change in the health condition. A well constructed logic model can serve as a guide for implementing and evaluating a successful intervention.

Creating a logic model requires understanding of the determinants of health and the evidence of how health behaviors are successfully improved. For more information, see the evidence-based strategies sections for each topic in Intervention MICA.

A logic model typically includes the following components:

- Inputs – Resources used to conduct intervention activities (funding, staffing, materials)
- Activities – Actions conducted with the intent of producing change (community-wide media campaign, provision of preventive services, youth advocacy event)
- Outputs – Documentation of the activities conducted (Number of messages released, number of service recipients, number of youth participating in the event)
- Outcomes – *Short-term* (increased knowledge or improved attitudes; increased access to preventive services; creation of new policies)
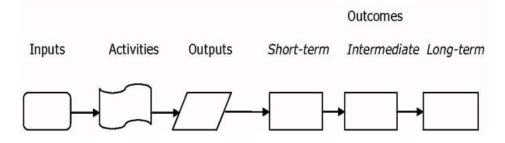 *Intermediate* (increase intent to engage in healthy behaviors; increased utilization of preventive services; increased compliance with policies)
  Long-term (decreased prevalence of risk factors, diseases, conditions and deaths)

Following are a typical framework for a logic model (Figure 1) and an example logic model for an intervention to eliminate exposure to secondhand smoke in public places (Figure 2).

Figure 1: Typical logic model framework

Capacity is an important component that provides information on developing **Cultural Competence** (page one), **Building Partnership Capacity** (page two), **Budget Preparation** (page three) and **Funding Resources** (page four).

On the **Building Partnership Capacity** page seen below, a worksheet is available to assist you in thinking about how to leverage resources among your partners.

Building Partnership Capacity

This section describes the process of building the partnership's capacity to design, develop and implement an intervention to address priority health issues.   🖶 Printer-friendly version

You can think about partnership capacity in two ways:

the *structure* of collaboration, or the number and type of groups that form the partnership; and
the *process* of collaboration, or the degree of engagement of partners.

A first step for developing the structures and processes is to inventory the personal, organizational and structural capacities and resources that members bring to the partnership. The inventory may be conducted by asking members a series of questions, such as the following:

Who are the individuals, organizations and institutions that make-up this partnership?

- What individual and organizational assets (skills and experience) do partners bring to the table? Consider assets in areas such health services, office management, industry, public relations, media, community organizing, research, evaluation, education, transportation, and housing.
- Can we leverage resources that various partners bring to the table? Use the attached "Leveraging Worksheet" to help identify those opportunities.
- Are partners representative of the people living in your community with regard to race or ethnicity, income, education, age, ability status, sexual orientation, gender, or other characteristics important for the issues the partnership will address?
- What are the communication and decision making processes utilized by the partnership, or what should they be if not in place?
- How does the partnership deal with conflict, or how should it be dealt with.
- What activities or initiatives to address the priority issue or issues are already underway in the community?

The **Budget Preparation** page includes worksheets and guidance for preparing a budget.

The **Funding Resources** page (shown below) includes links to several resources to assist in locating funding for your intervention. "Narrowing the Search for Foundation Funders" is a worksheet designed to help guide you through the process of identifying potential funders for your intervention.

Funding Resources

Research funding opportunities

There is no lack of funding organizations – you can actually be very diligent in researching funders without ever finding a funding match. Your challenge is to efficiently narrow your search for funders to only those that might consider becoming a partner for your intervention.

"Narrowing the Search for Foundation Funders" provides guidance for using the Foundation Center Directory. Nine criteria are used to help you quickly eliminate inappropriate funding prospects. This will allow you to only conduct thorough research on funding prospects that may be interested in your intervention.

A sample of a foundation description from the Foundation Directory may be found at http://foundationcenter.org/marketplace/sample_entries/fd_smpl.pdf

The "Prospect Worksheet" created by the Foundation Center is a template created for use in researching funding prospects and may be found at http://foundationcenter.org/findfunders/wrksheet/prospect_worksheet.pdf

Highlight organizational and/or community assets

Now that you have identified appropriate funding opportunities, you should develop a funding strategy. Understanding the assets within your organization or community is an important part of this process. When you highlight the resources that currently exist within your organization and community, you can use those resources to attract new funding. For example, you may have strong partnerships with various groups in your community, funding from diverse sources, or in-kind donations of work time from your staff or your partners. With these resources, you become a more attractive investment to the funder. These assets demonstrate that you have a history of success and will improve your chances of securing new funding.

Apply for funds

Once you have identified the funding opportunities you will pursue and have determined your organization and community assets, the next step is applying for funding. There are many resources available to help with the application process. The following resources can help you get started. However, you may want to also look for local resources as well, such as through universities or non-profit organizations willing to provide technical assistance in applying for funding.

The Foundation Center
The Nonprofit Expert
Grantmakers in Health
The Grantsmanship Center
Non-profit Guides

Keep Track

The applications are in the mail, so now what? Keep track of the grants for which you have applied. You may consider creating a tracking sheet with the funding agencies contact information, important deadlines and contacts made during the application process. The tracking sheet will serve as a tool to keep you up-to-date on your application progress and help remind you to check on your application status.

Intervention MICA includes information needed for planning an intervention to address one of twelve health topics currently on the web site. The homepage has hyperlinks to each of the topics, which may also be accessed from the **Intervention Topics** drop down box on the left panel.

Before selecting a topic, read through the pages of the Intervention MICA component to better understand what Intervention MICA is, how to use it, and what intervention and evidence mean in the context of the component. When you have finished reading the information on these pages, select the **Intervention Topics Overview** page.

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Intervention MICA
BUILDING HEALTHY COMMUNITIES

Intervention MICA is a web-based resource for planning, implementing and evaluating interventions to improve the health of a community. You may access information, tools and resources for health conditions and risk factors.

Intervention MICA encourages the use of multiple strategies and settings to increase the likelihood of creating lasting behavior change within a population.

Intervention planning is organized around six evidence-based strategies: campaigns and promotions, provider education, group education, individual education, supportive relationships, and environment and policy.

The following health issues are currently available on Intervention MICA:

Asthma	Motor Vehicle Injuries
Colorectal Cancer	Nutrition
Diabetes	Oral Health
Heart Disease and Stroke	Physical Activity
Immunizations	Sexual Assault Prevention
Injuries from Falls	Tobacco Use

For more about Intervention MICA, continue to What is Intervention MICA? >>

Or select another section:

- How to use Intervention MICA
- What is an intervention?
- What is evidence?
- Intervention Topics Overview

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The **Intervention Topics** page provides a matrix that shows the correlation between diseases and conditions, and risk behaviors. Topics that are included in Intervention MICA are hyperlinked. You may select any topic which you are interested in exploring. In this guide, we will use examples from the asthma topic pages.

Intervention Topics

Select intervention topic ▼   🖨 Printer-friendly version

Intervention topics on this website include diseases, health conditions, and risk factors. Three behaviors-tobacco use, poor nutrition and physical inactivity-are primary risk factors for a number of diseases and health conditions. When creating an intervention to improve a disease or condition, the greatest impact may be made if an approach is taken that also addresses the associated risk factors. For example, a well-planned diabetes intervention may include strategies to address tobacco use, physical activity, and nutrition.

The following table identifies selected diseases or health conditions and their associated risk factors. To begin planning an intervention, select any of the underlined diseases, conditions or risk factors. The link will take you to the topic homepage and guide you to information necessary to plan the intervention. Each topic includes information on populations, settings, strategies, action steps, and tools and resources.

Selected Diseases/Conditions	Risk Factors		
	Tobacco use	Poor Nutrition	Physical Inactivity
Arthritis/Lupus	√		√
Asthma	√		√
Breast Cancer		√	√
Colorectal Cancer		√	√
COPD (Lung Disease)	√		
Diabetes	√	√	√
Heart Disease & Stroke	√	√	√
Immunizations			
Infant Health Problems	√	√	√
Injury From Falls		√	√
Lung Cancer	√	√	
Motor Vehicle Injuries			
Oral Health	√	√	
Pneumonia & Influenza	√		
Sexual Assault			

Select a Topic or Continue to Evaluation >>

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Each of the twelve topics in **Intervention MICA** are organized the same. The first page includes a description of the health condition or risk factor and hyperlinks to the topic web sites at the Missouri Department of Health and Senior Service and the Centers for Disease Control and Prevention (CDC). Each topic includes pages with information on **Populations, Settings**, **Strategies** and **Interventions**.

Asthma

Select a strategy

Asthma is a chronic respiratory condition that affects the airways carrying air in and out of the lungs. Individuals with asthma are more sensitive to allergens and irritants because their airways are constantly inflamed. These irritants are referred to as triggers and may include tobacco smoke, dust mites, outdoor air pollution, pets, and certain weather conditions. When triggers are encountered, a worsening of symptoms occurs resulting in an asthma attack or episode. During an asthma attack, the muscles in the airways tighten becoming more inflamed and oxygen intake is restricted, causing potentially debilitating or fatal consequences. If an individual controls his or her asthma on a daily basis, symptoms are minimal and infrequent.

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Increasing asthma awareness and knowledge can result in improved self-management among those with the condition. Additionally, it is important to create social and environmental support for those with asthma through strategies such as providing venues for sharing experiences, reducing exposure to environmental triggers and ensuring access to needed medications and inhalers.

Included in the Intervention MICA asthma topic are considerations for implementing interventions with different populations and in different settings. Evidence-based strategies and interventions are described in detail. Action steps, tools and resources for planning and implementing an asthma intervention are provided. Additionally, related Intervention MICA topics include:

- Tobacco
- Physical Activity

Other websites are available that provide information about prevention and management of asthma. For information on reducing outdoor air pollution, improving indoor air quality, increasing access to health care (e.g., screening, disease management) and eliminating asthma-related disparities, please visit the following websites:

- Department of Health and Senior Services
  http://www.dhss.mo.gov/asthma/
- Centers for Disease Control and Prevention
  http://www.cdc.gov/asthma/default.htm
- MICA Tools and Resources

Continue to Asthma Prevention & Management in Different Populations >>
Or go to one of the following:

- Asthma Prevention & Management in Different Settings
- Evidence-based Asthma Prevention & Management Strategies
- Evidence-based Asthma Prevention & Management Interventions

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The **Populations** page for each topic has information about working with specific populations in implementing an intervention to address the topic. To read about the population, select the hyperlink and the information will appear in the box. The following screen shot shows that the **Racial and Ethnic Minorities** population information has been selected.

References for the citations in the text are available at the bottom of the page and may be access by clicking on the plus (+) sign to expand the list of references as seen below. Clicking on the negative (–) sign will close the list.

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The **Settings** page for each topic includes information about implementing an intervention in one or more of six settings. To read the information, select the setting and the information will appear in the box. The following screen shot is of the Community-based setting information selected.

Asthma Prevention & Management in Different Settings

Select a strategy

Many interventions have proven to effectively prevent or help manage asthma in different settings. Descriptions of these settings, planning considerations and intervention strategies used in these settings are provided below. Your intervention may be most effective if it includes intervention strategies in multiple settings.

All asthma interventions are most effective when linked to interventions in other settings.

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Community-based settings

School-based settings

Worksite-based settings

Faith-based settings

Health care facility-based settings

Home-based settings

Community-based Settings

Print this window

Community-based interventions usually involve a number of different strategies and activities aimed at creating changes in the knowledge, attitudes, beliefs, and skills that influence health. One of the unique features of community approaches is that they typically include strategies to create change in individuals and families as well as efforts to change organizational and environmental factors and policies that influence behavior and health. These programs are designed to prevent community members from developing asthma, reduce exposure to environmental pollutants in the community, help community members manage asthma symptoms, and eliminate disparities in asthma among various community members.

Community-based interventions include strategies that are implemented in a variety of places including:

The **Intervention Strategies** page provides a table summarizing the effectiveness of six strategies in impacting specific outcomes – **health; behavior; knowledge, attitudes, skills and beliefs; social support; and environments and policies.** Scroll over each strategy for a definition. Scroll over the letter in the table for the meaning. For example, a C means the strategy has been shown to be effective in changing the outcome when used in combination with other strategies. This table can be used as a quick reference for checking the effectiveness of specific strategies that you may want to use in your intervention.

Asthma Intervention Strategies

Select a strategy

The asthma intervention strategies are described separately below. Each 🖨 Printer-friendly version of these strategies is most effective when it is combined with other strategies. For example, changing knowledge, attitudes, and beliefs will do little to prevent or manage asthma if there are no policies in place to minimize air pollution. Similarly, changing knowledge, attitudes, and beliefs will not be as effective if there is not social support for identifying and addressing asthma symptoms.

As described in Readiness and Preparation, it is important to make sure that the intervention strategies are created to represent and address the needs of the Population. This may include paying attention to how different groups think about asthma symptoms and their management. Furthermore, an intervention works best when there is an attempt to address language, reading level, and cultural barriers (see Cultural Competence for more information).

Select one of the following intervention strategies	The purpose of your intervention is to change...				
	Health outcomes	Behavior	Knowledge, attitudes, skills, and beliefs	Social support	Environments and policies
❶ Campaigns & Promotions	C	C	E	E	E
❶ Individual Education	I	I	E	E	E
❶ Group Education	E	E	E	E	E
❶ Supportive Relationships	E	E	E	E	E
❶ Provider Education	E	E	E	E	E
❶ Environment & Policies	E	I	E	E	E

E = evidence supports the effectiveness of this strategy
C = evidence supports use of this strategy in combination with other strategies
I = insufficient evidence to make a recommendation
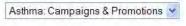
Select a strategy to learn how to develop an intervention using the strategy.
Or go to one of the following:

- Background on Asthma
- Asthma Prevention & Management in Different Populations
- Asthma Prevention & Management in Different Settings
- Evidence-based Asthma Prevention & Management Interventions

Top of Page

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At this point, you may decide to consider planning an intervention utilizing one or more of the six strategies. Select the hyperlink of the strategy you choose and you will be taken to several pages of information about the strategy. The first page, seen below, contains a list of questions and answers providing background information about the strategy. Click on the + to open the answers to the questions. The following screen shot is of the **Asthma Campaigns and Promotions** first page.

Going forward in the **Asthma Campaigns and Promotions** strategy, the next page is **Action Steps to Create and Implement Campaigns and Promotions.** The Asthma Action Steps Worksheet and Checklist are provided to aid in your intervention development.

Select the hyperlink for each step and the information will appear in the box. If you would like a copy of the steps and information, select (📕 all sections) to access a pdf document that may be printed and used as a handout for your staff and partners.

Action Steps to Create & Implement Campaigns & Promotions | Asthma: Campaigns & Promotions |

Select a section: 🖨 Printer-friendly version

- Background on Campaigns & Promotions
- Action Steps to Create and Implement Campaigns & Promotions
- Tools and Resources for Campaigns & Promotions
- Example Campaigns & Promotions Interventions

Once you have determined that your partnership would like to implement a campaign or promotion addressing asthma, you can begin to create an action plan, or list of detailed steps to be taken to implement your intervention. The time you take to outline your intervention will increase your chances of success. Your action plan may be divided into preparation, action, and evaluation steps. In terms of preparation, it is important to determine the partners, resources, media outlets and messages to develop in order to meet your goals and objectives for your asthma campaign and/or promotion. In action, you and your partners begin to take the necessary steps to implement your intervention. Lastly, in evaluation you and your partners will take steps to determine or to give value to what you are doing in your intervention. While information about evaluation is found in the reflection section of these action steps, evaluation activities can also be implemented throughout preparation and action as well. Many of these steps you may have already begun to think through before you decided on your intervention, however you may need to revisit these areas as you develop your specific intervention action plan. Use the Asthma Action Steps Worksheet and Checklist provided by this website to aid in your intervention development.

Preparation(📕 all sections)

Create your partnership
Identify your population
Record your intervention goals and objectives
Assess your community capacity and needed resources
Design your intervention activities
Identify potential barriers
Plan your evaluation methods and measures

Action(📕 all sections)

Convene your partners and build partnership capacity
Revisit your goals and objectives
Enhance your community capacity and obtain needed resources
Implement your intervention activities
Respond to barriers
Collect your evaluation data
Validate, interpret and summarize your findings
Share your work with the population

Reflection(📕 all sections)

Strengthen your partnership
Consider your unintended outcomes and lessons learned and improve your intervention activities and evaluation methods
Identify the ongoing needs of the community
Sustain your efforts

Action Steps Worksheet
Action Steps Checklist

Select one of the action steps to view information.

<< Back to Background on Campaigns & Promotions | Continue to Tools and Resources for Campaigns & Promotions

The next page in the asthma **Campaigns and Promotions** strategy is a listing of links to **Tools and Resources** that may be used in creating campaigns and promotions.

Tools & Resources for Campaigns & Promotions

Asthma: Campaigns & Promotions

Select a section:

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- Background on Campaigns & Promotions
- Action Steps to Create and Implement Campaigns & Promotions
- Tools and Resources for Campaigns & Promotions
- Example Campaigns & Promotions Interventions

1. Populations

    Racial/Ethnic Minorities

    Hispanic/Latino

    LVEJO's Healthy Latino Schools Campaign
    http://www.lvejo.org/healthyschools.htm
    This website describes a campaign devised to reduce disparities in asthma and obesity in Latino schools in Chicago.

    Age

    Children and Adolescents

    California Asthma Public Health Initiative
    http://www.caasthma.org/
    The California Asthma Public Health Initiative has resources for asthma education and campaign materials

    AAAAI Just for Kids
    http://www.aaaai.org/patients/just4kids/default.stm
    This just for kids site includes puzzles, games, and other activities to help explain asthma to children.

    Asthma-kids.ca
    http://www.asthma-kids.ca/
    Asthma Kids helps children with asthma and their parents understand their condition through games, stories, and fun graphics.

    Kids and Asthma
    http://www.kidsandasthma.com/
    Kids and Asthma has videos (and transcripts to the videos) with information about asthma in children. Videos are categorized by child's age range.

    Lung Association of Canada Children's Publications
    http://www.on.lung.ca/Our-Programs/Asthma-Action/Resource-Centre/index.php
    This website includes educational materials (books, fact sheets, and cards) about asthma in children. Materials are available in many different languages.

    MCH Library – Asthma in Children and Adolescents
    http://www.mchlibrary.info/KnowledgePaths/kp_asthma.html
    This site is a library of information about asthma in children and adolescents.

The last link for each strategy is to **Example Evidence-based Interventions.** The interventions are listed in a table as seen below for asthma. The table identifies the population with which the intervention was implemented, in what setting, and the strategy or strategies used. The table is organized by the strategy used. Interventions that used only one strategy are listed together, and those that used multiple strategies are located at the end of the table. Information about each intervention is summarized in an abstract that may be accessed by selecting the hyperlinked title of the intervention. The table includes hyperlinks to return to the **Evidence-based Strategies** page from which you may select another strategy to explore. You may also return to the specific strategy page, **Populations**, or **Settings** from the Intervention table.

Asthma Evidence-based Interventions

Select a strategy

	Age	Race/Ethnicity		Multiple Strategies
Asthma care program of the University of Pennsylvania Health System	Adults, Seniors	Black, Hispanic	Home, Health care facility	Group Education, Supportive Relationships
Asthma Care Training (ACT) for Kids	Children, Adults	All	Health care facility	Group Education, Supportive Relationships
Asthma outpatient education	All	All	Health care facility	Provider Education, Individual Education
Asthma outreach program for children	Infants/Toddlers, Children, Adults	All	Health care facility	Individual Education, Supportive Relationships
Asthma Wizard computer-based education	Children, Teens, Adults	All	School, Home	Group Education, Individual Education, Supportive Relationships
Australian six-step asthma management plan	Children, Teens, Young Adults, Adults	All	Health care facility	Provider Education, Individual Education
Childhood asthma prevention study of Colorado	Infants/Toddlers, Children, Adults, Seniors	All	Home	Individual Education, Supportive Relationships, Environment & Policy
Childhood asthma project	Infants/Toddlers, Children, Adults	Hispanic	Health care facility	Provider Education, Supportive Relationships, Environment & Policy
Community-based asthma management program	Children, Adults	Other	Home, Health care facility	Provider Education, Group Education, Individual Education
Community pharmacy asthma education program	Teens, Young adults, Adults	All	Worksite, Health care facility	Provider Education, Individual Education
Counseling to reduce environmental tobacco smoke exposure	Infants/Toddlers, Children, Adults	All	Home, Health care facility	Individual Education, Supportive Relationships
Dust mite covers for mattress, box springs and pillow of children with asthma	Children, Teens, Adults	All	Home	Individual Education, Environment & Policy
Easy Breathing	Adults, Seniors	All	Health care facility	Provider Education, Individual Education

The following is a screen shot of the **"Asthma Care Program of the University of Pennsylvania Health System"** abstract selected from the asthma intervention table in the Multiple Strategies section. The information was abstracted from an article or articles published in peer-reviewed journals. This information will help you decide if you would like to attempt to replicate the intervention in your community. The citation for the article is located at the end of the abstract. After reviewing the abstract, select the **small close** button to return to the **Intervention Table.**

Title of Intervention: Asthma Care Program of the University of Pennsylvania Health System

Website: http://pennhealth.com/lung/services/asthma.html

Intervention Strategies: Individual Education, Supportive Relationships

Purpose of the Intervention: To increase participants' knowledge of asthma and management of treatment

Population: Adults hospitalized for asthma

Setting: Penn Lung Center at University of Pennsylvania Health System in inner city Philadelphia; health care facility-based, home-based

Partners: Hospital administrators

Intervention Description:
- Individual Education: Participants received tailored instructions, bedside spirometry, assistance with discharge planning, and a scheduled follow up appointment. The goal of these educational sessions was to improve metered dose inhaler administration technique and to stress the chronic nature of asthma. Participants were also taught the early warning signs of asthma and received action plans for appropriate responses to these warning signs
- Supportive Relationships: Participants received a post-discharge telephone call. The purpose of this contact was to address questions about discharge instructions, medications and asthma symptoms.

Theory: Not mentioned

Resources Required:
- Staff/Volunteers: Hospital staff
- Training: Not mentioned
- Technology: Spirometers, computers
- Space: Not mentioned
- Budget: Not mentioned
- Intervention: Spirometers, educational materials, asthma action plan
- Evaluation: Patient records

Evaluation:
- Design: Randomized controlled trial
- Methods and Measures:
  - Computer-based outpatient visit records were examined for all planned visits to determine if participants had seen the physician within one month of the planned visits.
  - Participant health records gathered data on the frequency of emergency room visits and hospitalizations.

Outcomes:
- Short Term Impact: Not measured
- Long Term Impact: The participants in the intervention program had a higher follow-up rate compared with outpatient appointments. They also had fewer emergency room visits and hospitalizations.

Maintenance: Not mentioned

Lessons Learned: An intervention in the treatment of inner-city participants hospitalized with asthma can reduce the need for subsequent emergent care and improve outpatient follow-up in a cost-effective manner.

Citation(s)
George, M. R., L. C. O'Dowd, et al. (1999). "A comprehensive educational program improves clinical outcome measures in inner-city participants with asthma." Arch Intern Med 159(15): 1710-6.

After you have reviewed all the information for each of the six strategies in the **Intervention MICA** component and selected the strategies and interventions for your population and setting, you will want to begin finalizing your intervention plan. You may want to use the **Goals and Objectives Worksheet** located in the **Readiness** component on the **Preparing for Your Intervention** page and seen below. Information for completing the evaluation section of the worksheet follows.

Identifying Goals and Objectives Worksheet*

I. Goal (long term outcome): _____

II. Specific objective: _____

Action Steps	By Whom	By When	Resources and Support		Potential Barriers or Resistance	Communication Plan for Implementation	Evaluation
What needs to be done to reach objective?	*Who will take action?*	*By what date will the action need to be done?*	*Resources Available*	*Resources Needed (financial, human, political, others)*	*What individual or organizations might resist? How?*	*What individuals and organizations should be informed or involved with these actions?*	*Are our action steps working or what needs to be done to improve?*
Step 1:							
Step 2:							
Step 3:							
Step 4:							
Step 5:							

* Adapted from Community Tool Box: http://ctb.ku.edu/

Missouri Department of Health and Senior Services

A critical part of the Intervention Plan is the evaluation of your intervention. The **Evaluation** component provides information to assist you with completing an evaluation plan. **Preparing an Evaluation Plan**, page three seen below, provides a step by step process for completing an evaluation plan, an example plan, and a worksheet for helping you organize your plan. The last two pages of the component provide suggestions for **Evaluating Your Partnership** and **Sharing Your Results.**

Preparing an Evaluation Plan

An evaluation plan will help you focus your efforts on that which is necessary to make judgments about your intervention. Prior to preparing the evaluation plan, it would be helpful to read the Evaluation Types and Methods section.

When preparing the evaluation plan, you should refer to your Goals and Objectives Worksheet and Logic Model, if completed (see Readiness and Preparation).

A well designed plan can be prepared through the following steps:

1. **Decide what will be included in your intervention evaluation.**
   Is it the:

   - assessment and planning processes,
   - implementation,
   - results or outcomes,
   - entire process?

While some funding organizations may only be concerned about the results or outcomes of an intervention, it is important to also evaluate what was done and how it was done. This will allow you to know if there were implementation issues that may have contributed to success or failure in attaining the expected outcomes. It also is important so that others may learn from your efforts if they want to replicate the intervention. You may also want to evaluate the role of the partnership in the intervention. For suggestions, see Evaluating Your Partnership.

2. **Prepare evaluation questions for each aspect of the evaluation.**
   Evaluation questions are simply what it is you want to know about a particular part of the intervention. Example evaluation questions might be:
   - What data sources were used in conducting the needs assessment?
   - How was the intervention priority population identified?
   - Were members of the priority population involved in planning the intervention?
   - What activities were implemented as planned? Who participated? Did they like the activities?
   - Were intervention goals, objectives and outcomes achieved?

3. **Identify appropriate methods for answer the evaluation questions.**
   Methods include a variety of information and data gathering systems. Examples include:
   - Surveys and feedback forms
   - Environmental and policy scan
   - Demographic profiles
   - Activity logs and meeting minutes
   - Diaries
   - Focus groups and interviews
   - Observation tools

4. **Determine a timeline for collecting and analyzing evaluation data and information.**

   The timeline for conducting the evaluation activities should coincide with the timeline for the overall intervention plan so that necessary information and data are gathered in conjunction with planned activities.

The following example is the start of an evaluation plan for an intervention to eliminate exposure to secondhand smoke in public places. This is not a complete evaluation plan:

Evaluation component	Evaluation Questions	Evaluation Methods	Timeline
Assessment and planning	What partners were involved in the processes?	Meeting minutes	Within 2 weeks after each meeting
Implementation	Were youth advocacy activities implemented as planned?	Implementation logs	After each event or activity
	How many of the priority population was exposed to the media campaign?	Reports of message exposure from media outlets	Post campaign
Results or Outcomes	Was support for smoke-free public places increased?	Surveys and interviews	Pre-intervention and following activities
	Were desired policy changes made?	Policy review	Pre- and mid-intervention
	Was exposure reduced?	Observation; Air quality tests	Pre- and post intervention

A printable Evaluation Plan worksheet (.pdf) or (.doc) is provided for your use.

Momentum is the final component of the planning process. Read through the pages to glean ideas for how to sustain your efforts.

The last page, **Institutionalizing Your Efforts** seen below, provides some helpful information and links to resources to help you with formalizing your partnership by creating a not-for-profit 501(c) (3) organization enabling your partnership to apply for and receive grant funding to sustain and possibly expand your intervention efforts.

Institutionalizing Your Efforts

You and your partnership may want to make your intervention activities or efforts a permanent part of your community. By institutionalizing the intervention, more time will allow for greater likelihood to make lasting change. Also, keeping your program alive will be more cost effective in the long run than creating new programs in the future to address the same problem.

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Some ways to help you institutionalize your efforts:

• Consider applying for 501 (c) (3) non-profit status. A good source of information about how to become a 501 (c) (3) organization is from the University of Missouri Extension at http://extension.missouri.edu/cd/orgdev Other helpful websites for creating and sustain non-profit state are: www.irs.gov/charities, http://foundationcenter.org/getstarted/tutorials/establish/index.html and http://nonprofit.about.com/od/nonprofitbasics/ht/startingsteps.htm

• Secure alternative long-term funding, such as endowments or planned giving arrangements. Endowments are donations given to the organization that is invested so that an annual income is produced.

• Plan initiative efforts when developing the project so that they could eventually be incorporated into an existing community institution. For example, you may create an after school program, that could be potentially adopted by the local school district.

• Think about potential policy changes that could help your organization sustain its efforts. Your partnership may be able to change regulations or laws in your community through advocacy efforts or other social change mechanisms.

<< Back to Sustaining Your Partnership's Initiative

• Adapting to Change
• Preserving Energy and Enthusiasm
• Maintaining Partnerships

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Intervention MICA Exercise

Now that you have become familiar with the components and resources available throughout CHIR, you may wish to practice using the web site by completing the following exercise. The exercise is designed to guide your exploration of the Intervention MICA (I-MICA) component as you search for intervention strategies. It is assumed that you and your partners have completed an assessment, are ready and have the capacity to begin planning an intervention.

1. For the purpose of this exercise, select one priority health issue that is an I-MICA topic that you and your partners have identified through a local needs assessment. Go to the **Topic Homepage** by selecting the topic on the CHIR homepage left bar or by selecting the I-MICA component and selecting the hyperlink to the topic. Read the background information about the topic.

2. Go to the **Populations** page by selecting the hyperlink at the bottom of the Topic Homepage. Identify a priority population for the health topic that may have been suggested through your local needs assessment and is one of the listed populations.

3. Read about your priority population. What considerations of this population that you learned from I-MICA apply to your community? What suggested strategies for this population are applicable to your community?

4. Go to the **Settings** page by selecting the hyperlink at the bottom of the Populations page. Identify a setting or settings in which you could reach your priority population. What has been learned from previous work in this setting or settings that is applicable to your community?

5. Go to the **Intervention Strategies** page by selecting the hyperlink at the bottom of the Settings page. Which of the six intervention strategies have evidence of effectiveness (E) in changing <u>behaviors</u> related to this topic <u>either</u> individually or in combination(C) with other strategies?

6. Identify an intervention strategy that has evidence of effectiveness in changing behavior and select the hyperlink.
   a. Read the strategy **Background page**. What is one consideration to think about that is applicable to your population and setting(s)?

   b. Skim the list of action steps under **Preparation, Action and Reflection**. Select and read "Design Your Intervention Activities" step. What are two or three suggestions that may be appropriate for your population and setting(s)?

   c. Select **Tools and Resources** link at the top of the page. Scroll down the list and note the organization of the list. Identify potential resources for your population and setting, if any, and check them out by selecting the hyperlinks. What did you find that may be helpful in planning your intervention?

7. Select **Example [your strategy] Interventions** at the top of the page. Review the list of interventions for this strategy. Did you find one that was implemented with your priority population and in the setting or settings that you chose? Yes   No
   a. If yes, review the abstract by selecting the title hyperlink. Do you think it might be possible to replicate the intervention? Yes   No   Maybe
      What were the outcomes of the intervention?

   b. If you were reviewing interventions for a single strategy, scroll down to **Multiple Strategies** and see if you can locate an intervention that was implemented with your population and setting(s), and that used one or more of the strategies that changed behavior. Do you think you could replicate the intervention?   Yes   No   Maybe
      What were the outcomes of the intervention?

8. Did you find the information needed in I-MICA to plan an intervention for your health issue with the priority population and in the setting or settings chosen?   Yes   No   If yes, describe the intervention you would plan. If no, what information did you not find that you needed and where might you go to find it?

   Continue completing an intervention plan by using the **Goals and Objectives Worksheet** located on the **Preparing for Your Intervention** page in the **Readiness** component.